



a resource list

VIOLENCE AGAINST  
INDIGENOUS WOMEN  
IN CANADA

**A PROJECT OF** Human Rights Committee, OSSTF  
Status of Women Committee, OSSTF

**RESEARCHED AND COMPILED BY** Regan Mancini

**WITH SUPPORT AND CONTRIBUTIONS FROM** Amnesty International  
Canadian Labour Congress  
First Nations House, University of Toronto  
Métis Nation of Ontario  
Metropolitan Action Committee on Violence Against Women & Children  
National Film Board of Canada  
Ontario Federation of Indian Friendship Centres  
Ontario Institute for Studies in Education, University of Toronto  
Toronto Women's Bookstore

**ORGANIZATIONS CONTACTED OR CONSULTED** Aboriginal Education Association, British Columbia  
Anishnawbe Health Toronto  
Anduhyaun  
Atenlos  
BC Teachers' Federation  
Canadian Broadcasting Corporation  
Canadian Teachers' Federation  
Council Fire Native Cultural Centre  
Elementary Teachers' Federation of Ontario  
Imaginative/Centre for Aboriginal Media  
Ministry of Education  
Native Canadian Centre  
Native Women's Association of Canada  
Native Women's Resource Centre, Toronto  
Ontario Native Women's Association  
Ontario Women's History Network  
Ontario Federation of Labour Aboriginal Committee  
Spirit of the People  
United Nations Association of Canada  
York University First Nations & Aboriginal Student Association

**DESIGNED BY** Sanam Ghani

The Ontario Secondary School Teachers Federation/Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario greatly appreciates the recommendations and comments provided by individuals and organizations consulted during the process of researching and compiling this resource list. This support has been of great assistance to the project overall; however, the responsibility for the final list of resources is that of OSSTF/FEESO.



Most books and films are available at the Toronto Women's Bookstore.

[www.womensbookstore.com](http://www.womensbookstore.com)

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The Ontario Secondary School Teachers' Federation is committed to an educational policy which includes the teachings of Aboriginal peoples from their perspective. In addition, we believe that appropriate resources must be made available to assist educators in exploring the issues and challenges which confront Indigenous peoples in Canada.

One of these critical issues is violence against Indigenous women. It is an issue that cries out for greater awareness and attention, including discussion in our secondary schools.

As the Amnesty International Stolen Sisters report so clearly demonstrates, the prevalence of this violence is shocking in itself. No less appalling is the failure of our criminal and justice systems to provide adequate protection to Indigenous women. We must also examine the history of social and economic marginalization that has torn apart families and communities and pushed Indigenous women into extreme poverty, homelessness and prostitution, leaving them more vulnerable to violence.

Yet this is only part of what we need to learn. There are also stories of hope, of individual recovery, and of fighting back as Indigenous women and their allies take steps to change the direction of the story. This resistance has taken place through the personal struggles of individual women, as well as through collective action.

It is our hope that the following resource list will help you in accessing the kind of information necessary to understand better the complexity of this issue and for introducing it to your students. The list has been annotated to help guide your selection of materials and includes a range of readily accessible print, audio-visual and internet resources that offer different perspectives on, and insights into, this issue. Some are more controversial in their views; all are certain to increase awareness and encourage discussion.

Developing this resource list has been a joint project of the Status of Women and Human Rights committees, and the two committees will be distributing copies through the local OSSTF district offices. Additional copies may be obtained by contacting the provincial liaison to the Status of Women or Human Rights committee.

In closing, OSSTF wishes to thank our researcher Regan Mancini. We greatly appreciate both the knowledge and the dedication she brought to this project. We also want to thank the many individuals and organizations within the Aboriginal community, as well as those from labour, education and women's groups, who offered their support and input.

Kenneth Coran  
President

## NOVELS

**Half-breed\***

Maria Campbell, 1973, McClelland and Stewart Limited, 184 pages

This is an autobiography of a Métis woman living in western Canada. It provides a good basis to understand the impact of colonization and the resulting complexities of discrimination and prejudice experienced by Indigenous peoples in Canada and fueling the violence Indigenous women experience.

📖 Consider combining with: Films: *Donna's Story*, *Finding Dawn* and *For Angela*.

**In Search of April Raintree\* ☀**

Beatrice Culleton, 1983, Pemmican Publications, 228 pages  
The author juxtaposes the lives of two Métis sisters who were taken from their childhood home by children's services. The story raises questions about the racism experienced by Indigenous peoples in Canada.

📖 Consider combining with: Films: *Donna's Story*, *Finding Dawn* and *For Angela*.

**Just Another Indian:****A Serial Killer and Canada's Indifference\* ☀**

Warren Goulding, 2001, Fifth House Ltd., 219 pages  
This book traces the crimes of John Martin Crawford, a serial killer who preyed on Indigenous women and the manner in which his case was dealt with by the Canadian justice system. It raises concerns about racism, police inaction and policies, and the media.

📖 Consider combining with: Book: *Iskwewak*;  
Films: *Two Worlds Colliding* and *Finding Dawn*.

**Missing Sarah:****A Vancouver Woman Remembers Her Vanished Sister\* ☀**

Maggie de Vries, 2004, Penguin Books, 274 pages  
This book is based on a journal kept by Sarah de Vries, a woman from Vancouver of mixed race (Black, Canadian Indigenous, Mexican Indian and white) who was abducted and her DNA found on Robert Pickton's farm. It is an autobiography written by her non-biological white sister.

📖 Consider combining with: Films: *Finding Dawn* and *Donna's Story*.

**Out of the Depths\* ☀**

Isabelle Knockwood, 2001, Roseway Publishing, 176 pages  
This book is written by a woman from a Mi'kmaq nation in Eastern Canada and describes the emotional, spiritual, and physical violence she experienced in the residential school system.

📖 Consider combining with: Film: *Hollow Water*.  
Contains explicit content.

**Bobbi Lee: Indian Rebel\***

Lee Maracle, 1990, Women's Press, 241 pages

This is a story about an Indigenous woman struggling with her identity, systemic racism and violence.

📖 Consider combining with: Films: *Finding Dawn* and *For Angela*; Book: *Iskwewak*.

**Daughters are Forever**

Lee Maracle, 2002, Polestar, 250 pages

This book is about a young Salish woman's struggle with her past and her reconciliation with her daughters. The author raises various issues connected to violence against women and the experiences many of these women face.

📖 Well crafted, this book is written in a manner based on Salish Nation storytelling which may be difficult for young readers to comprehend.

## SHORT STORIES

**Strong Women Stories:****Native Vision and Community Survival**

Kim Anderson & Bonita Lawrence (Eds), Sumach Press, 264 pages

This collection of essays focuses on the state of Indigenous communities today and possibilities for the future by looking at the activities of Indigenous women within their homes and communities.

📖 Sections to note: Chapter 4: *The Eagle Has Landed*, Chapter 15: *From Violence to Leaders*, Chapter 17: *Coming Full Circle*. Consider combining with almost every resource on this list.

\* User friendly/contains accessible language

☀ Contains explicit sexual or violent content

📖 Notes

**II Organizing: Chapter 2: We're not taking it anymore\*** in **Enough is Enough: Aboriginal Women Speak Out,**

Janet Silman, December 1992, The Women's Press, pages 93-118 of 253 pages

This book chapter contains several short stories told by Indigenous women who pressured the government to change the laws that denied them "Indian status" when they married a non-Indigenous man, thereby dispossessing them and increasing their risk of experiencing violence.

📖 Consider combining with *The Indian Act*;  
Film: *Waban-Aki*.

**Stolen from our Embrace: The Abduction of First Nations Children and the Restoration of Aboriginal Communities\*** ☀

Suzanne Fournier and Ernie Crey, June 1998, Douglas and McIntyre, 250 pages

Through various short stories, this book delves into the residential school and child welfare experience linking Indigenous dispossession and experiences of abuse to the violence in their communities today. It examines the issue of sexual abuse from the perspective of perpetrators and survivors and the issue of fetal alcohol syndrome.

📖 Sections to note: Chapter 4: *Infinite Comfort and Time—Healing Survivors of Sexual Abuse*. Chapter 5: *I am Responsible, I am Accountable—Healing Aboriginal Sex Offenders*. Consider combining with: Films: *Hollow Water* and *Finding Dawn*; Booklet: *Wife Assault & Family Violence from the Native Perspective*; Book: *The Circle Game*.

**Men and Women Lived with the Seasons\***

Florence Kenney in **Messengers of the Wind:**

**Native American Women Tell Their Life Stories,**

Jane Katz (Ed), 1995, Ballantine Books, pages 33-45 of 317 pages

This story is written by an Indigenous woman who lived in Alaska and experienced both abuse by a spouse and sexual abuse within a residential school.

📖 Consider combining with: Books: *Stolen from Our Embrace* and *Out of the Depths*; Film: *Hollow Water*; Booklet: *Wife Assault & Family Violence from the Native Perspective*.

**Kecia Larkin, Canada\*** in**Positive Women: Voices of Women Living With HIV/AIDS**

Andrea Rudd and Darien Taylor (Eds), 1992, Second Story Press, pages 54-59 of 269 pages

This is a brief story of an Indigenous woman from the Vancouver area who experienced sexual violence as a child, began a life of prostitution and then contracted HIV/AIDS. It demonstrates the link between violence and HIV exposure, and the tremendous resilience of Indigenous women.

📖 Consider combining with: Books: *In Search of April Raintree* and *Half-breed*; Film: *Hollow Water*.

## BOOKLETS

**Wife Assault & Family Violence from the Native Perspective: Not Just a Woman's Issue**

The Apo-Way-A-In Mississauga Women's Shelter, no date, 14 pages

This booklet takes an Indigenous approach to family violence. It contextualizes the violence, looks at those who inflict abuse and those who are exposed to it, as well as intervention services.

📖 Copies can be obtained for a nominal fee from METRAC: 1-877-558-5570.

Consider combining with: Book: *Stolen From Our Embrace*; Stories: *Men and Women Lived with the Seasons*; Film: *Hollow Water*.

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## TEXTBOOK-LIKE BOOKS

**Iskwewak—Kah' Ki Yaw Ni Wahkomakanak/Neither Indian Princesses Nor Easy Squaws**

Janice Acoose, 1995, Women's Press, 132 pages

This book addresses the stereotypical images of Indigenous women (e.g. "Indian princesses, easy squaws, suffering helpless victims, and tawny temptresses") portrayed in popular literature such as the works of Margaret Laurence and William Patrick Kinsella.

📖 Consider combining with: Books: *Half-breed* and *Just Another Indian*; Film: *Finding Dawn*.

**The Circle Game: Shadows and Substance in the Indian Residential School Experience in Canada**

Roland David Chrisjohn, 2006, Theytus Books, 334 pages

This book argues that Indigenous Peoples in Canada have been subjected to genocide and that residential schools were a weapon of this genocide.

📖 The book contains the *Convention on the Prevention and Punishment of the Crime of Genocide*. Consider comparing this Convention to the arguments made in the text for Grade 12 History or Law Courses.

**A Little Matter of Genocide**

Ward Churchill, 1998, Arbeiter Ring Publishing, 531 pages

This collection of essays examines the definition of genocide and demonstrates that since the arrival of Columbus, Indigenous peoples have experienced genocide which continues today.

📖 Resource for teachers and grade 12 students.

**Nation to Nation:****Aboriginal Sovereignty and the Future of Canada**

Diane Engelstad & John Bird (Eds), 1992, House of Anansi Press Limited, 236 pages

This book is a compilation of short chapters written by Indigenous authors about residential schools, land claims, justice systems, Canadian history, assimilation, non-Indigenous participation in Indigenous struggles etc.

📖 These short chapters can easily be used in conjunction with several of the resources listed in this document.

**The Dispossessed: Life and Death in Native Canada**

Geoffrey York, 1990, McArthur & Company Publishing, 283 pages

This book is a collection of stories from First Nations and Métis peoples across Canada focusing on the major issues facing Indigenous peoples. It contains several stories about life on the reserves, resource extraction, legal systems, identity, belonging, and health.

📖 Pages 158-166 in Chapter 6: *Foreign Justice: Native People and The Law* provides a succinct overview of the famous Helen Betty Osborne case. Many of the chapters can be combined with other resources on this list.

**Chain Her By One Foot**

Karen Anderson, June 1993, Routledge;

1st edition, 250 pages

The author uses case studies of the Huron and Montagnais to demonstrate how their egalitarian societies were transformed and their cultures destroyed with the introduction of white ways. She argues that women have not always been subjugated by men, and that these structures of domination are socially and historically specific.

📖 Resource for teachers and Grade 12 students.

\* User friendly/contains accessible language

☀ Contains explicit sexual or violent content

📖 Notes

## FILMS

**For Angela\***

Directed by Nancy Trites Botkin and Daniel Prouty,  
Produced by Joe MacDonald and Nancy Trites Botkin, NFB,  
1993, 21 minutes

This is a drama about the experience of an Indigenous woman and her daughter as they are verbally assaulted by three youth on a bus.

📖 It is an excellent film to initiate a discussion about the racism that leads to violence against Indigenous women in Canada. Consider reading *Anti-Racism in Teacher Education: Rethinking Our Practice* and *Racism, Sexism and Colonialism* before showing. Also available in French.

**Finding Dawn\* ☀**

Directed and written by Christine Welsh,  
Produced by Svend-Erik Eriksen, NFB, 2006, 73 minutes  
This film documents the journey of a Métis woman as she travels from Vancouver's skid row to Highway 16 in Northern British Columbia to Saskatoon to honour the Indigenous women whose murders and disappearances remain unsolved. The film illustrates the deeply rooted historical, social and economic factors that perpetuate and contribute to the violence these women experience and urges everyone to prevent it.

📖 The film discusses the John Crawford case. Indigenous activists Ernie Crey, Janice Acoose, and Beverley Jacobs appear in the film. Consider combining with:  
Books: *Just Another Indian*, *Half-breed*, *In Search of April Raintree*, *Stolen from our Embrace*, and *Iskwewak*.

**Donna's Story\* ☀**

Directed by Doug Cuthand, 2001,  
Produced by Jerry Krepakevich, NFB, 50 minutes  
This film traces the healing process of a Cree woman in Saskatchewan who, as an adolescent, was sexually and physically abused, addicted to drugs, and who worked in prostitution. She later re-emerged to provide abuse and addiction counseling for Indigenous adults and youth.  
📖 Consider combining with: Books: *In Search of April Raintree*, *Missing Sarah* and *Half-breed*.

**Hollow Water\* ☀**

Directed by Bonnie Dickie, 2000,  
Produced by Joe MacDonald, NFB, 48 minutes  
This documentary is set in an Ojibwa village in Northern Manitoba. With a history of violence, suicide, addiction, and sexual abuse, the community attempts to heal itself using traditional Indigenous approaches.  
📖 Consider using for a high school law course and combining with: Books: *Stolen From Our Embrace* and *Out of the Depths*; Stories: *Kecia Larkin, Canada* and *Men and Women Lived with the Seasons*; Booklet: *Wife Assault and Family Violence from the Native Perspective*.

**Waban-Aki: People from Where the Sun Rises\***

Directed, written and produced by Alanis Obomsawin, 2006,  
NFB, 104 minutes  
This film explores the exploitation and economic consequences of "Indian" status in Canada by focusing on the Abenaki community of Odanak, Quebec.  
📖 Consider combining with: Stories: *II Organizing: Chapter 2: We're not taking it anymore*.

**Mohawk Girls\***

Directed and written by Tracey Deer,  
Produced by Joanne Robertson, Christina Fon, Linda Ludwick and Adam Symansky, NFB, 2005, 62 minutes  
This film focuses on the lives of four teenagers living on reserve as they struggle with issues of identity, culture, abuse, and family, and their decisions to live, study and work on or off reserve.  
📖 This is a great film to spark discussions about youth and life on reserve.

**Two Worlds Colliding\***

Directed and Written by Tasha Hubbard,  
Produced by Bonnie Thompson, NFB, 2004, 49 minutes  
This film chronicles the investigation of Saskatoon's infamous "freezing deaths" (Indigenous men dumped by police in fields outside the city) and the gulf between an Indigenous community and the police force.  
📖 Consider combining with: Book: *Just Another Indian*. Also available in French.

\* User friendly/contains accessible language

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📖 Notes



**First Nations: The Circle Unbroken\***

Various authors, directors and producers, NFB and Face to Face Media Society, 1993 -1998, various lengths  
This is a collection of short videos (approx 14-25 minutes each) on various topics relating to Indigenous peoples in Canada (identity, residential schools, healing, traditional practices and more) as told by Indigenous peoples.

📄 These films are accompanied by a teaching manual which designates the age group for which each film was intended and provides a brief synopsis of background information on the issues raised in each film.

**Rocks at Whiskey Trench\***

Directed and produced by Alanis Obomsawin, 2000, 105 minutes

This film focuses on the events that transpired on August 28, 1990 (during the Oka crisis) when a convoy of 75 cars containing Mohawk women, children and elders left their community in fear of a possible advance by the Canadian army. They crossed Montreal's Mercier Bridge and were greeted by a shower of rocks thrown by an angry mob while the police watched and did nothing. The film delves into the history of the community and the consequences of land appropriation which has decreased the territory by more than two-thirds.

📄 Requires a good attention span.

**Conspiracy of Silence** ☀

Directed by Francis Mankiewicz

Produced by Bernard Zukerman, CBC and ABC, 1991

Based on the Lisa Priest book of the same name, this film dramatizes the shocking murder of Helen Betty Osbourne, a young Cree woman, who was abducted, sexually assaulted and brutally killed by four white men in The Pas, Manitoba in 1971. The drama reveals the racism behind the local code of silence that blocked the RCMP investigation, despite widespread community knowledge of the killers' identities.

## AUDIO

**Missing Lives: A Special Report By The Canadian Press\***

The Record, no date, 19 minutes

This site links to an audio documentary about several missing Indigenous women, their stories and the stories of their families as they try to search for their loved ones.

📄 This site also links to a several articles about missing women. Consider combining with: Books: *Missing Sarah* and *Just Another Indian*.

[www.therecord.com/cp\\_specials/missing\\_lives/](http://www.therecord.com/cp_specials/missing_lives/)  
(select audio documentary from the menu)

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## ARTICLES

**Racism, Sexism, and Colonialism:****The Impact on the Health of Aboriginal Women in Canada**

Carrie Bourassa, Kim McKay-McNabb & Mary Hampton, 2004, Fall, **Canadian Woman Studies**, vol. 24, no. 1, pages 23-29

This article provides an overview of how racist, sexist and colonial notions and legislation have contributed to the poor health and marginalization of Indigenous women in Canada.


 A must read for older high school students!

Consider combining with: Film: *For Angela*.

**The Continuing Struggle against Genocide: Indigenous Women's Reproductive Rights**

D. Marie Ralstin-Lewis, Spring 2005, **Wicazo Sa Review**, pages 71-95


This article discusses the violent acts of forced sterilization and drug testing conducted on Indigenous women in Canada. It also recounts the traditional role of Indigenous women within their communities.

 Consider combining with: Books: *The Circle Game* and *Convention on the Prevention and Punishment of the Crime of Genocide*.

**Is Canada Peaceful and Safe for Aboriginal Women?**

Anita Olsen Harper, 2006, **Canadian Woman Studies**, vol. 25, no. 1,2, pages 33-38

This article focuses on racialized violence experienced by Indigenous women and the inaction of police to intervene or protect them. It also summarizes the Sisters in Spirit initiative.


 Consider combining with: Books: *Just Another Indian* and *Missing Sarah*.

**Case comment: R.V. Gladue.**

(social policy of Canada's Supreme Court)

Jean Lash, 2000, Fall, **Canadian Woman Studies**, vol. 20, no. 3, pages 85-87

This article examines a Supreme Court case which dealt with an abused Indigenous woman who was accused of killing her husband. The author analyses how the Canadian justice system treated this woman and argues that the courts failed to consider her Indigenous background and abuse history when assessing her case.

 Consider using for a high school law course and combining with: Books: *Just Another Indian* and *Missing Sarah*.

**Low Level Flight Testing: Innu Women Fight Back**

Maggie Helwig, 1993, Spring, **Canadian Woman Studies**, vol. 13, no. 3, pages 52-53


This article links violence against Indigenous women to military activities in the far north of Canada.

 Consider combining with: Film: *Hunters and Bombers*.

**Aboriginal Women**

Industry Canada, no date, 6 pages

This document provides background information on Iroquoian and Ojibwa traditional way of life and links its destruction to the violence Indigenous women experience.

 Questions and activities for students are listed at the end of the webpage. Suitable for grade 10 students.

[www.schoolnet.ca/aboriginal/issues/women-e.html](http://www.schoolnet.ca/aboriginal/issues/women-e.html)

\* User friendly/contains accessible language

 Contains explicit sexual or violent content

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## REPORTS AUTHORED BY INDIGENOUS ORGANIZATIONS

**Breaking Free Survey**

Ontario Native Women's Association of Canada, 2004,  
12 pages


This is a follow-up to ONWA's 1989 family violence project report *Breaking Free: A Proposal For Change*. The purpose of the 2004 survey was to assess family violence among Aboriginal women and families in Ontario to determine any changes since the 1989 publication.

 Available from OSSTF Research Library.

**Aboriginal Domestic Violence in Canada**

Aboriginal Healing Foundation, 2003, 135 pages


This report explores factors contributing to and sustaining family violence in Indigenous communities including the justice system, male beliefs, public policy, unemployment, geographic location, etc. and proposes interventions to address them.

 Sections to note: Pages 2-3 have short paragraphs of women's statements regarding the violence they have experienced which provide an overview of the situations these women face. The organization responsible for this report also has a series of recent reports addressing Indigenous peoples' experiences with residential schools, trauma, healing, fetal alcohol syndrome etc.  
[www.ahf.ca/publications/research-series](http://www.ahf.ca/publications/research-series)  
[www.fourworlds.ca/pdfs/DomesticViolence.pdf](http://www.fourworlds.ca/pdfs/DomesticViolence.pdf)

**Researched to Death: B.C. Aboriginal Women and Violence**

Pacific Association of First Nations Women, BC Women's Hospital and Health Centre, BC Association of Specialized Victim Assistance and Counselling Programs, September 2005, 24 pages

This report analyzes various studies conducted in the early-mid 1990s about Indigenous women and violence in Canada and reviews the lack of response over the last 10 years to the recommendations made.

 Consider combining with Government Reports noted in this section.  
[www.endingviolence.org/publications/286/FinalReportSeptember2005.doc](http://www.endingviolence.org/publications/286/FinalReportSeptember2005.doc)

**The Start of Something Powerful:****Strategizing for Safer Communities for BC Aboriginal Women**

Pacific Association of First Nation's Women, BC Women's Hospital & Health Centre, the BC Association of Specialized Victim Assistance and Counselling Programs, October 2003, Office of Special Advisor on Aboriginal Health, BC Ministry of Health Planning, and the Society of Obstetricians and Gynecologists of Canada, 18 pages


This report analyses racialized violence and the lack of government support and culturally appropriate services for Indigenous communities, and provides recommendations to address these issues.

 [www.endingviolence.org/publications/232/SaferCommforBCAboriginalWom.doc](http://www.endingviolence.org/publications/232/SaferCommforBCAboriginalWom.doc)

**Mairin Iwanka Raya:****Indigenous Women Stand against Violence**

International Indigenous Women's Forum, 2006, 64 pages


This report is produced by Indigenous women's groups around the world and provides various Indigenous women's perspectives on the violence they experience.

 Sections to note: Arguments made on page 12 regarding how the UN declarations define violence against women differently from Indigenous women. Consider combining with: *UN Declaration on the Elimination of Violence Against Women*.  
[www.madre.org/fimi/vaiwreport06.pdf](http://www.madre.org/fimi/vaiwreport06.pdf)

**Review of Beijing from an Indigenous Perspective, Secretariat Permanent Forum on Indigenous Issues**

Beverly Jacobs, President, Native Women's Association of Canada, March 2005, 10 pages

This review looks at the issues of systemic racism such as the culturally insensitive manner in which violence against Indigenous women is addressed and highlights the following issues which contribute to the violence: poverty, education and training, health, economy, power and decision-making, and human rights.

 Consider combining with: Report: *Mairin Iwanka Raya*.  
[www.un.org/esa/socdev/unpfii/documents/presentation\\_jacobs\\_en.doc](http://www.un.org/esa/socdev/unpfii/documents/presentation_jacobs_en.doc)

\* User friendly/contains accessible language

 Contains explicit sexual or violent content

 Notes



**Make Poverty History:****The First Nations Plan for Creating Opportunity**

Assembly of First Nations, no date

This website provides links to various documents and AFN comments on reports relating to the social conditions of First Nations people across Canada. There are several documents about how the AFN believes these systemic issues should be addressed.

📄 Consider combining with the various government reports in this section.

[www.afn.ca/article.asp?id=2903](http://www.afn.ca/article.asp?id=2903)

**STOLEN SISTERS REPORT****Stolen Sisters: A Human Rights Response to Discrimination and Violence against Indigenous Women in Canada**

Amnesty International, October 2004, 67 pages

This influential report examines how racial discrimination contributes to the inordinately high levels of violence experienced by Indigenous women and girls in Canada. It also tells the story of public indifference to the safety of Indigenous women that has denied them adequate protection against this violence and added to their vulnerability.

📄 The complete Stolen Sisters report is available at

[www.amnesty.ca](http://www.amnesty.ca)

The following Amnesty International documents provide overviews of the Stolen Sisters report. Their shorter length may make them more appropriate for classroom use.

**Amnesty International Canada Public Brief**

Amnesty International, October 2005, 5 pages

📄 [www.amnesty.ca/campaigns/resources/sisters\\_brief\\_oct2005.pdf](http://www.amnesty.ca/campaigns/resources/sisters_brief_oct2005.pdf)

**Canada: STOLEN SISTERS, Discrimination and Violence Against Indigenous Women in Canada, A Summary of Amnesty International's Concerns, 2004, 17 pages**

📄 [www.amnesty.ca/campaigns/resources/amr2000304\\_summary.pdf](http://www.amnesty.ca/campaigns/resources/amr2000304_summary.pdf)

**Canada: Stolen Sisters – A human rights response to discrimination and violence against Indigenous women in Canada, October 2004, 23 pages**

📄 [www.amnesty.ca/resource\\_centre/reports/view.php?load=arcview&article=1895&c=Resource+Centre+Reports](http://www.amnesty.ca/resource_centre/reports/view.php?load=arcview&article=1895&c=Resource+Centre+Reports)

**CANADIAN GOVERNMENT REPORTS****Family Violence in Aboriginal Communities:****An Aboriginal Perspective**

Karen Green, 1996, Health Canada and Department of Indian Affairs and Northern Development, 9 pages

This report provides sound-bite information on the definition of family violence, its incidence, factors that contribute to it and what is being done to address it.

📄 Contains links to additional resources.

Consider combining with: Report: *Researched to Death*.  
[www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/pdfs/aborigin.pdf](http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/pdfs/aborigin.pdf)

**Aboriginal Justice Implementation Commission Final Report**

The Aboriginal Justice Implementation Commission, 2001, Manitoba Government

This report recommends that actions, both jointly and independently be taken by the Province of Manitoba, the federal government and Indigenous governments to address various Indigenous issues, and highlights violence against women and children as a priority.

📄 Section to note: Chapter Nine: *Violence towards Aboriginal Women and Children*.

[www.ajic.mb.ca/reports/final\\_toc.html](http://www.ajic.mb.ca/reports/final_toc.html)

**Measuring Violence Against Women:****Statistical Trends 2006**

Statistics Canada, 2006, 97 pages

This is the latest government document created on violence against women in Canada.

📄 Sections to note: *Executive Summary* provides an overview of the report; *Risk Factors Associated with Violence Against Women*; *Violence Against Aboriginal Women*; and *Violence Against Women in the Territories*.  
[statcan.ca/english/research/85-570-XIE/85-570-XIE2006001.pdf](http://statcan.ca/english/research/85-570-XIE/85-570-XIE2006001.pdf)

\* User friendly/contains accessible language

☀ Contains explicit sexual or violent content

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**Violence Against Women: Statistical Trends**

October 2006, The Daily, Statistics Canada, 3 pages

This provides an overview of the report above.

 [statcan.ca/Daily/English/061002/d061002a.htm](http://statcan.ca/Daily/English/061002/d061002a.htm)

**Family Violence in Canada, A Statistical Profile**

July 2005, Canadian Centre for Justice Statistics, Statistics Canada, Minister of Industry, 89 pages

This is a Canadian government report on family violence in Canada.

 Pages 8-11 provide an overview of this document's content.

Consider combining with: Report: *Family Violence in Aboriginal Communities*.

[www.statcan.ca/english/freepub/85-224-XIE/85-224-XIE2005000.pdf](http://www.statcan.ca/english/freepub/85-224-XIE/85-224-XIE2005000.pdf)

**Understanding the Role of Healing in****Aboriginal Communities**

Marica B. Krawll, July 1994, Ministry of the Solicitor General of Canada, 100 pages

This report looks at individual and community healing, as well as making recommendations to the Canadian government to assist in the healing process. Information is based on data collected from interviews with Indigenous peoples.

 The Executive Summary provides an overview of the report.

Consider combining with: Report: *Researched to Death*; Film: *Hollow Water*.

[ww2.psepc-sppcc.gc.ca/publications/abor\\_corrections/199410\\_e.pdf](http://ww2.psepc-sppcc.gc.ca/publications/abor_corrections/199410_e.pdf)

**ROYAL COMMISSION ON ABORIGINAL PEOPLES REPORT****Report of the Royal Commission on Aboriginal Peoples**

Royal Commission on Aboriginal Peoples (RCAP), October 1996, Supply and Services Canada, Indian and Northern Affairs Canada, 4000 pages

This is the exhaustive 5-volume RCAP report.

 Sections to note: Volume 3: *Gathering Strength*,

Chapter 1- *New Directions in Social Policy*;

Chapter 2- *The Family/Section 3, Family Violence*;

Volume 4: *Perspectives and Realities*,

Chapter 2- *Women's Perspectives*.


[www.ainc-inac.gc.ca/ch/rcap/sg/sgmm\\_e.html](http://www.ainc-inac.gc.ca/ch/rcap/sg/sgmm_e.html)

**The Report of the Royal Commission on Aboriginal Peoples**

Prepared by: Mary C. Hurley, Law and Government Division and Jill Wherrett, Political and Social Affairs Division,

October 1999/Revised August 2000, 3 pages


This provides a summary of the RCAP Report and the actions taken by the government to address the RCAP's concerns.

 [www.parl.gc.ca/information/library/PRBpubs/prb9924-e.htm](http://www.parl.gc.ca/information/library/PRBpubs/prb9924-e.htm)

**Canada's Aboriginal Action Plan**

Indian and Northern Affairs Canada (INAC) Public Enquiries Contact Centre, May 2006, various pages

This website provides links to various government documents and progress reports produced in response to the RCAP report.

 Look for link to *Gathering Strength: Canada's Aboriginal Action Plan* (pamphlet).

[www.ainc-inac.gc.ca/gs/index\\_e.html](http://www.ainc-inac.gc.ca/gs/index_e.html)

**Speaking notes for the Assembly of First Nation's Regional Chief Angus Toulouse, RCAP Report Card: A Failing Grade**

Assembly of First Nations, October 2006, 3 pages

This article looks at the Canadian government's actions since the publishing of the RCAP report.

 Consider combining with: *Canada's Aboriginal Action Plan*.

[www.afn.ca/article.asp?id=2948](http://www.afn.ca/article.asp?id=2948)

**UNITED NATIONS REPORTS****Human Rights and Indigenous Issues: Mission to Canada, Report of the Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous people**

United Nations Commission on Human Rights, December 2004

This report outlines the 2004 mission of UN Special

Rapporteur who recommended that the Canadian government eliminate provisions which disadvantage Indigenous women and increase their exposure to violence.

 [www.ohchr.org/english/bodies/chr/docs/61chr/](http://www.ohchr.org/english/bodies/chr/docs/61chr/E.CN.4.2005.88.Add.3.pdf)

[E.CN.4.2005.88.Add.3.pdf](http://www.ohchr.org/english/bodies/chr/docs/61chr/E.CN.4.2005.88.Add.3.pdf)

\* User friendly/contains accessible language

 Contains explicit sexual or violent content

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## DECLARATIONS, CONVENTIONS, AND ACTS

**The Indian Act**

Minister of Public Works & Government Services Canada, 1876, updated October 2004, 64 pages

The Indian Act is administered by the Minister of Indian and Northern Affairs Canada and is the legal document used to define the relationship between Indigenous peoples in Canada and the Canadian government. It deals with registered Indians, their bands, and the Indian reserve system.

📖 Sections to note: Chapter 1-5: Sections entitled:

*Definition and Registration of Indians, Indian Register and Band Lists*, pages 5-12.

Consider combining with: Book: *Enough is Enough*;

Film: *Waban-Aki*.

[laws.justice.gc.ca/en/i-5/text.html](http://laws.justice.gc.ca/en/i-5/text.html)

**Classroom Edition Topic: Bill C-31\***

The Aboriginal Multi-Media Society (AMMSA), no date  
This document provides an overview of Bill C31 and how some Indigenous Peoples perceived it.

📖 Consider combining with: Book: *Enough is Enough*;

Film: *Waban-Aki*.

[www.ammsa.com/classroom/CLASSIC-31.html](http://www.ammsa.com/classroom/CLASSIC-31.html)

**Indian Act/Bill C31\***

Congress of Aboriginal Peoples, 1998

This website provides many links to help understand the Indian Act and Bill C31 and their impact.

📖 Consider combining with: Book: *Enough is Enough*;

Film: *Waban-Aki*.

[www.abo-peoples.org/programs/C-31/c-31.html](http://www.abo-peoples.org/programs/C-31/c-31.html)

**Declaration on the Elimination of Violence against Women**

United Nations, 20 December 1993, 6 pages

This declaration is the first international human rights instrument to address exclusively and explicitly the issue of violence against women. It affirms that violence violates, impairs or nullifies women's human rights and the exercising of their fundamental freedoms.

📖 Consider combining with: Report: *Mairin Iwanka Raya:*

*Indigenous Women Stand against Violence.*

[www.unhchr.ch/huridocda/huridoca.nsf/](http://www.unhchr.ch/huridocda/huridoca.nsf/)

*(Symbol)/A.RES.48.104.En?Opendocument*

**Convention on the Elimination of All Forms of Discrimination against Women**

United Nations, Adopted December 1979, entry into force September 1981, 11 pages

CEDAW is legally binding. The UN Committee on the Elimination of All Forms of Discrimination Against Women monitors compliance with the Convention.

📖 [www.unhchr.ch/html/menu3/b/e1cedaw.htm](http://www.unhchr.ch/html/menu3/b/e1cedaw.htm)

**Convention on the Prevention and Punishment of the Crime of Genocide**

United Nations, Ratified December 1948, entry into force January 1951, 4 pages

This convention defines genocide as acts committed with intent to destroy a national, ethnical, racial or religious group in whole or in part.

📖 Consider combining with: Books: *The Circle Game*, *Out of the Depths*, and *Stolen From Our Embrace*;

Article: *The Continuing Struggle against Genocide: Indigenous Women's Reproductive Rights.*

[www.unhchr.ch/html/menu3/b/p\\_genoci.htm](http://www.unhchr.ch/html/menu3/b/p_genoci.htm)

**UN Declaration on the Rights of Indigenous Peoples and Programme of the Second International Decade of the World's Indigenous People**

Tebbtebba Foundation, 2006

Adopted by the UN Human Rights Council, the UN Declaration on the Rights of Indigenous Peoples has yet to be adopted by the UN General Assembly. If adopted, it would be a major step towards the elimination of human rights violations suffered by Indigenous peoples worldwide. This document contains the draft declaration and comments made by a key UN body responsible for Indigenous issues (The UN Permanent Forum on Indigenous Peoples).

📖 Consider combining with: *Canada's Position and Public Statement* found below.

[www.tebtebba.org/about\\_us/publications/special/special.htm](http://www.tebtebba.org/about_us/publications/special/special.htm)

\* User friendly/contains accessible language


☀ Contains explicit sexual or violent content

📖 Notes

**Frequently Asked Questions: Declaration on the Rights of Indigenous Peoples\***

United Nations Permanent Forum on the Rights of Indigenous Peoples, no date, 2 pages

This is a brief summary of the UN Declaration on the Rights of Indigenous Peoples.


 Consider combining with: *Canada's Position*.

[www.un.org/esa/socdev/unpfii/documents/dec\\_faq.pdf](http://www.un.org/esa/socdev/unpfii/documents/dec_faq.pdf)

**Public Statement\***

Assembly of First Nations, Amnesty International, KAIROS, Rights and Democracy, Native Women's Association, Canadian Friends Service Committee, Inuit Circumpolar Conference Canada, Ligue des droits en libertés, November 2006, 2 pages

This statement by Canadian non-governmental organizations challenges the Canadian Government's decision not to sign the UN Declaration on the Rights of Indigenous Peoples.


 Consider combining with: *Declaration on the Rights of Indigenous Peoples and Canada's Position*.

[www.afn.ca/cmslib/general/JPS-UN.pdf](http://www.afn.ca/cmslib/general/JPS-UN.pdf)

**Declaration on the Rights of Indigenous Peoples, The Declaration on the Rights of Indigenous Peoples adopted by the Human Rights Council**

International Working Group on Indigenous Affairs, no date, various pages

This website links to various opinions and articles regarding the UN Declaration on the Rights of Indigenous Peoples.


 Consider combining with: *Declaration on the Rights of Indigenous Peoples and Public Statement*.

[www.iwgia.org/sw248.asp](http://www.iwgia.org/sw248.asp)

**Canada's Position: United Nations Draft Declaration on the Rights of Indigenous Peoples**

Indian and Northern Affairs Canada, June 2006, 10 pages

This is a statement made by Indian and Northern Affairs Canada about Canada's position on the UN Declaration on the Rights of Indigenous Peoples.

 Consider combining with: *Declaration on the Rights of Indigenous Peoples and Public Statement*.

[www.ainc-inac.gc.ca/nr/spch/unp/06/ddr\\_e.html](http://www.ainc-inac.gc.ca/nr/spch/unp/06/ddr_e.html)

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## WEBSITES

**Sisters in Spirit**

The Sisters in Spirit campaign is a program intended to raise awareness of violence against Indigenous women in Canada. This is their official website.

📄 Consider combining with: Books: *Missing Sarah* and *Just Another Indian*; Film: *Finding Dawn*.  
[www.sistersinspirit.ca/](http://www.sistersinspirit.ca/)

**missingpeople.net**

This website contains links to several articles relating to the Robert Pickton case and missing women in general as well as articles that discuss Canada's failure to protect Indigenous women from abuse and serial killers.

📄 Consider combining with: Books: *Missing Sarah* and *Just Another Indian*; Film: *Finding Dawn*.  
[www.missingpeople.net/](http://www.missingpeople.net/)

**Za-geh-do-win**

This website links to resources on Indigenous initiatives in health, healing and family violence.

📄 Materials will soon be made available by ordering on-line. Materials can be ordered by phone.  
[www.za-geh-do-win.com/mission.htm](http://www.za-geh-do-win.com/mission.htm)

**Aboriginal Rights Resource Tool Kit**

Canadian Labour Congress Anti-Racism and Human Rights Departments, May 2005

While created for use within the labour movement, this resource is also appropriate for high school courses. It provides an overview of the historical and contemporary situation of Indigenous Peoples, demographical and socio-economic information, human rights concerns, labour issues, and links to additional resources.

📄 Also available in French.  
[canadianlabour.ca/index.php/s4265305dbe412/Aboriginal\\_Rights\\_Re](http://canadianlabour.ca/index.php/s4265305dbe412/Aboriginal_Rights_Re)

**Native Women's Association of Canada**

The NWAC website offers information, resources and news updates on a variety of issues related to the social, economic, cultural and political well-being of First Nations and Métis women within First Nation, Métis and Canadian societies. One important initiative is the Sisters in Spirit campaign. Information is available in both English and French.

📄 In June 2007, NWAC co-hosted the first National Aboriginal Women's Summit. Information on the summit, including position papers and recommendations can be found on the NWAC website [www.nwac-hq.org](http://www.nwac-hq.org) and on the official NAWs website:  
[www.laa.gov.nl.ca/laa/naws/default.htm](http://www.laa.gov.nl.ca/laa/naws/default.htm)

**National Aboriginal Circle Against Family Violence**

This website includes resources addressing family violence and violence prevention, including violence against Aboriginal women.

📄 A report entitled *Aboriginal Women and Family Violence* submitted to Indian and Northern Affairs in July 2006 can be found in the publications section of the NACAFV website. The report is of particular interest because it includes many personal comments by Aboriginal women addressing the incidence of violence as well as its impact and the barriers to reporting.  
[www.nacafv.ca/en/html](http://www.nacafv.ca/en/html)

**Femmes Autochtones du Québec Inc/Quebec Native Women Inc.**

The FAQ-QNW represents women from the First Nations in Quebec and Aboriginal women living in urban areas. The website and publications are available in English and in French.

📄 In July 2007, the FAQ-QNW hosted *Restoring the Balance*, the 5th Continental Meeting of Indigenous Women of the Americas. The official website is [www.faq-qnw.org/5conti/links.html](http://www.faq-qnw.org/5conti/links.html)  
Links to resources concerning Indigenous women internationally can be found on the website of the International Indigenous Women's Forum/Foro Internacional de Mujeres Indigenas at [www.indigenouswomensforum.org/](http://www.indigenouswomensforum.org/)  
[www.faq-qnw.org](http://www.faq-qnw.org)

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The following are additional resources which may be of use:

## BOOKS

**All Our Relations: Native Struggles for Land and Life**

Winona LaDuke, 1999, South End Press, 241 pages

This book looks at Indigenous resistance to environmental degradation and cultural erosion.

📖 Each chapter is about 25 pages long.

**Where the Rivers Meet**

Don Sawyer 1988, Pemmican

Set in a fictional community, this story portrays a young Aboriginal woman's questioning of the education she is getting and its relevance to her and other Aboriginal youth. She turns to her people's traditional culture for support and returns to school to organize for change.

## AUDIO VISUAL

**Hunters and Bombers\***

Directed by Nigel Markham and Hugh Brody,

Produced by Rex Tasker and Alan Hayling, NFB and Nexus Television, 1991, 53 minutes

This film focuses on an Innu community in Labrador as they struggle with the impacts of low level flying over their lands.

📖 This film is largely subtitled.

**Kanehsatake: 270 Years of Resistance**

Directed by Alanis Obomsawin, Produced by Alanis Obomsawin and Wolf Koenig, 1993, NFB, 119 minutes

This is the Oka story told from the perspective of women who were on the front-line of the resistance.

📖 Consider combining with: Books: *Nation to Nation* or *The Dispossessed*.

**Where the Spirit Lives**

Directed by Bruce Pittman, Music by Buffy Ste. Marie.

1989, 98 minutes

This four-part video series stars Michelle St. John and is set in 1930's western Canada. The drama centres on the story of a young First Nations girl named Aston-Komi who is taken by the Canadian government and placed in a residential school where she is forced to abandon her heritage and adopt white culture.

## ARTICLES

**The Costs of Separation: The Birth Experiences of Women in Isolated and Remote Communities in British Columbia**

Jude Kornelsen & Stefan Grzybowski, 2004, Fall,

**Canadian Woman Studies**, vol. 24, no. 1, pages 75-80

This article focuses on the birth experiences of Indigenous women in rural areas and how this experience has changed over time.

📖 It is a study and therefore is more academic than other articles listed here.

**Canada's Missing Women**

Joan Delaney, December 2005, **The Epoch Times**, 2 pages

This article summarizes the connection violence against Indigenous women has to the lack of political commitment to address the issue, and how the disappearances of Indigenous women are linked to drugs and prostitution. It highlights the work of key people and organizations addressing violence against Indigenous women.

📖 [en.epochtimes.com/news/5-12-15/35787.html](http://en.epochtimes.com/news/5-12-15/35787.html)

**Federal government backs Sisters in Spirit**

Melodie Caruso, January 2006, **Capital News Online**,

2.5 pages

This article provides a short overview of some of the work being done to address violence against Indigenous women in Canada and the gaps that exist in understanding it.

📖 Consider combining with articles from the website *Canada's Missing Women* and resources noted there. [temagami.carleton.ca/jmc/cnews/27012006/n3.shtml](http://temagami.carleton.ca/jmc/cnews/27012006/n3.shtml)

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## REPORTS

**HIV/AIDS and Aboriginal Women, Children and Families:  
A position statement**

Prepared by Tracey Prentice, The Canadian Aboriginal AIDS Network, March 2004, 17 pages

This report links substance abuse to risk of HIV infection.

- 📄 Sections to note: *Gender Roles, Self-Esteem and Violence Against Women* (page 5) and chart which demonstrates the rates of HIV infection for Indigenous and non-Indigenous women (page 3). Consider combining with: Story: *Kecia Larkin, Canada*.

**Family Violence:****A fact sheet from the Department of Justice Canada\***

The Department of Justice Canada, no date, 13 pages  
This document defines what is meant by physical, sexual, emotional, economic/financial, and spiritual abuse, as well as what is meant by neglect and exploitation. It looks at the prevalence of this violence in Canada, the factors that contribute to it, and prevention methods.

- 📄 The author frequently uses 'point form' which makes it easier to read. Consider combining with:  
Report: *Researched to Death*.  
[www.justice.gc.ca/en/ps/fm/family\\_violence\\_fact\\_sheet.pdf](http://www.justice.gc.ca/en/ps/fm/family_violence_fact_sheet.pdf)

**Challenging Racism: Going Beyond Recommendations,  
Report of the CLC National Anti-racism Task Force**

Canadian Labour Congress, October 1997, 111 pages  
This action-oriented document is a review of racism and discrimination within labour unions and includes corresponding plans for unions to address it. The authors link this racism to discriminatory policies with regards to education, housing, immigration, employment, politics, legal systems, and the media.

- 📄 Many issues are dealt with in short articles (3-5 pages) and each has an action plan associated with it.  
[canadianlabour.ca/updir/Task-Force-Report-Final-E-1997.pdf](http://canadianlabour.ca/updir/Task-Force-Report-Final-E-1997.pdf)

**A Resource Guide on Family Violence Issues for  
Aboriginal Communities**

David McTimoney, 1994, Ottawa, ON: Health Canada and Department of Indian Affairs and Northern Development, 52 pages

This guide provides an overview of Indigenous values and draws attention to the factors that contribute to violence (residential schools, colonialism, oppression) and to measures that can be taken to address it.

- 📄 It has lots of "question and answer" type information, pictures and diagrams.  
[www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/pdfs/resourceguide.pdf](http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/pdfs/resourceguide.pdf)

## WEBSITES

**Aboriginal Youth Network\***

This website is a voicebox of Indigenous youth.  
📄 Consider combining with: Film: *Mohawk Girls*.  
[www.ayn.ca/](http://www.ayn.ca/)

**The Aboriginal Multi-Media Society\***

AMMSA's website has many links to articles on Indigenous Issues.  
📄 [www.ammsa.com/classroom/CLASSIC-31.html](http://www.ammsa.com/classroom/CLASSIC-31.html)

**Congress of Aboriginal Peoples\***

CAPonline provides information about Indigenous Peoples across Canada who do not live on reserve.  
📄 [www.abo-peoples.org/](http://www.abo-peoples.org/)

**Aboriginal Education\***

This BC Teachers Federation website provides teaching resources about Indigenous issues.  
📄 [www.bctf.ca/IssuesInEducation.aspx?id=5664](http://www.bctf.ca/IssuesInEducation.aspx?id=5664)

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## EDUCATIONAL TOOLS AND WORKSHOPS

**Aboriginal Peoples: Past and Present\***

Cheryl Erlandson, 1998, Saskatchewan Teachers' Federation and the Ministry of Education of Saskatchewan

This is a study unit on Indigenous issues for multigrade/multi-age instructional use.

📄 Section to note: *Social Studies*.

[www.stf.sk.ca/teaching\\_res/library/teach\\_mat\\_centre/tmc/E11417/aboriginal\\_peoples.htm#Social%20Studies](http://www.stf.sk.ca/teaching_res/library/teach_mat_centre/tmc/E11417/aboriginal_peoples.htm#Social%20Studies)

**Anti-Racism In Teacher Education: Rethinking Our Practice**

Njoki Wane, 2003, *Orbit*, Volume 33, No. 3, pages 6-8

This article focuses on approaching anti-racism issues within the classroom.

📄 Consider reading before addressing violence against Indigenous women in the classroom. This issue contains many resources for anti-racist teaching.

**Canadian Race Relations Foundation**

This website contains excellent resources (such as *Walking in Beauty: Placing Aboriginal Perspectives in Canadian Classrooms*) for educators who are interested in anti-racism education.

📄 Consider perusing before teaching students about violence against Indigenous women.

[www.crr.ca/](http://www.crr.ca/)

**Transforming Lives**

Sarah Hendriks, 2002, World Vision Canada, 20 pages

While this manual is made by an international organization, many of the activities and workshops noted inside are applicable to the relationship many Canadians have with Indigenous communities in Canada.

📄 [www.worldvision.ca/home/media/transformingLivesSG2.pdf](http://www.worldvision.ca/home/media/transformingLivesSG2.pdf)

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**A PROJECT OF** Human Rights Committee, OSSTF  
Status of Women Committee, OSSTF

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